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ABSTRACT

A total of 903 seventh grade students in Detroit, Michigan responded to a questionnaire that was designed to measure the impact of the city's desegregation plan on their attitudes. The questionnaire focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. Results indicated that students felt that student racial relations had improved and would continue to improve. The majority of seventh graders indicated that they were comfortable with students of different races, had friends of different races, and helped students of different races with school work. About 40 percent of the students reported seeing students trying to instigate trouble between blacks and whites and 43 percent felt unsafe in their schools. However, most students did not fear being bothered or hurt. More than half of the students saw classroom behavior that interfered with teaching and learning. Between 1977 and 1979 there was a trend toward black and white students preferring to attend schools comprised predominantly of students of their own race. (Author/MK)

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GRADE 7 STUDENT ATTITUDES TOWARD DESEGREGATION
1979 SURVEY

General Evaluation Unit
Research and Evaluation Department
Detroit Public Schools

August 1980

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GRADE 7 STUDENT ATTITUDES TOWARD DESEGREGATION,
1979 SURVEY

Summary

Results of annual surveys of middle school student attitudes concerning desegregation are mixed. Many of the findings attest to favorable school conditions for learning, but several others indicate undesirable conditions.

This report presents results of a May 1979 survey of Grade 7 Detroit students' attitudes concerning desegregation. Results of 1977 and 1978 surveys are also included to facilitate appraisals of attitude changes.

Beginning in May 1977 the Research and Evaluation Department has conducted annual surveys of student, staff, and parent attitudes relevant to the desegregation of Detroit schools. Survey respondents, representing some 70 schools, have included middle school and high school students, school staff at all three school levels, and parents. Reports on the results of the 1977 and 1978 surveys have been issued previously.

Most of the Grade 7 student survey findings concerning student racial relations are positive. Examples are as follows:

1. In both the 1979 and 1978 surveys student racial relations at the school were judged to be improved over the previous year by about three times as many students as judged them to have worsened.
2. In 1979 about four times as many students forecast improved student racial relations for the next year as predicted worse relations.
3. In 1979 three fourths of the students reported that they felt comfortable around students of a different race.
4. In 1979 two of every three students said they had close friends of a different race at their school and 80 percent reported having helped a student of a different race with school work.

There were some negative findings in the area of race relations, too. Almost 40 percent of the respondents reported often seeing students trying to instigate trouble between black and white students. Also, between 1977 and 1979, there was a trend toward black and white students preferring to attend schools comprised predominantly of students of their own race.

In the area of student behavior, 1979 results were discouraging. More than half of the students indicated that they often saw classroom behavior that interfered with teaching and learning.

Also discouraging was the 1979 survey finding that 43 percent of the respondents judged that students were "quite..." or "very unsafe" in their school. However, the 1979 results also included evidence of favorable safety conditions; 88 percent of the students reported that no students or very few were afraid to go to certain places in their school for fear of being bothered or hurt.

Research and Evaluation Department
Detroit Public Schools
August 1980

GRADE 7 STUDENT ATTITUDES TOWARD DESEGREGATION,
1979 SURVEY

Introduction

In the fall of 1976 the General Evaluation Unit of the Research and Evaluation Department was assigned responsibility for evaluation of court ordered desegregation of the Detroit Public Schools. Planning of the evaluation was guided by consideration of three basic goals of school desegregation, namely:

1. Improved learning,
2. Equality of educational opportunity, and
3. Improved intergroup and interracial relations.

The evaluation design included provision for a continuing study of the impact of desegregation on attitudes and behaviors of students, staff and parents.

1977 and 1978 Surveys of Attitudes and Behaviors

The evaluation of attitudes and behaviors was begun with the administration of questionnaires in May 1977 to Grade 7 and Grade 10 students, parents of elementary and middle school students, and local school staff at all school levels. Members of the student, parent, and staff samples represented a total of 72 sample schools. Results of these 1977 surveys were reported in a series of seven reports issued early in 1978.

The surveys of student, staff and parent attitudes and behaviors were repeated in May 1978, one year after the first survey. Most of the items were identical to those used in the

initial survey. Nearly all of the schools selected for participation in the second (1978) survey had also participated in the initial (1977) survey.

The sample schools for both the 1977 and 1978 surveys were selected in a manner to obtain representation of several types of schools classified with respect to racial mix before and after pupil reassignments were initiated (in January 1976). Classification of the schools was done on the basis of percents of black and white students at each school as of September 26, 1975 (before pupil reassignments), and as of the date of the latest available student racial distribution count for the school district (after pupil reassignments).

For each of these times every regular elementary, middle and high school in the school system was classified according to court definitions as "Identifiable White" (greater than 70 percent white), "Predominantly Black" (greater than 55 percent black), or "Desegregated" (30 to 55 percent black). Henceforth in this report these desegregation status classifications will be abbreviated "White," "Black," and "Deseg." Every school was then classified according to its sequence of statuses over the two points in time, e.g., "White-Deseg," "White-Black," "Black-Deseg," "Deseg-Deseg," "Black-Black," etc. Finally, arbitrary numbers of schools were randomly selected at each school level to represent the various types. In Table 1 are given the numbers of 1978 survey sample schools by type and school level.

The results of 1978 surveys were reported in a second series of seven reports issued early in 1979.

TABLE I

Distribution of Schools Selected for Participation in the
1978 Survey of Student, Staff, and Parent Attitudes
by Desegregation Status and School Level

Desegregation Status	Number of Schools by Level			Total
	Elementary	Middle	Senior HS	
White-Deseg	9	3	0	12
Black-Deseg	3	2	0	5
Deseg-Deseg	4	2	1	7
Deseg-Black	4	2	1	7
White-Black	8	4	3	15
Black-Black (enrollment < 80% Black)	4	3	3	10
Black-Black (enrollment > 80% Black)	6	6	3	15
Total	38	22	11	71

1979 Surveys

In May, 1979 the surveys were administered again for the third time. All 69 participating schools had been in the 1978 sample of schools and all except eight had participated in 1977 as well. All but a few of the survey questions were in both the 1977 and 1978 survey questionnaires.

This report on results of the 1979 survey of Grade 7 student attitudes is the fourth of a series of seven reports on results of the student, staff and parent surveys administered in May 1979.

The Third (1979) Survey of Grade 7 Student Attitudes
Toward Desegregation

Description of the Study

The student questionnaire administered in 1979 was very similar to those administered to students in the 1977 and 1978 surveys. All three editions of the questionnaire were developed by the General Evaluation Unit of the Research and Evaluation Department. The questions focused on several areas including educational aspirations, student racial relations, attitudes toward race, and school conditions which affect learning. The 1979 student questionnaire included most of the items in the one used in the 1977 and 1978 surveys, and a few new items. Some of the questions inquired about racial relations among students at the respondent's school. These questions were not included in a form of the questionnaire administered in schools with more than 85 percent black enrollment.

The questionnaire was administered in May 1979 to samples of Grade 7 students in all middle schools in the 1979 desegregation evaluation school sample, as well as to samples of students in the sample high schools. In each participating middle school several Grade 7 classes were randomly selected and the questionnaires were administered to all students in each sample class by the regular teacher.

A total of 22 sample middle schools participated in the 1979 student survey. All 22 schools had participated in the 1978 survey, and all except three had participated in the first (1977)

survey. The racial distribution of the student sample respondents in the 1979 survey was as follows:

Numbers of Student Respondents

Black	White	Total
697	206	903

Analysis of Response Data

In the 1979 survey, students recorded their responses on machine-scorable answer sheets. All response data were transferred to magnetic tape and computer analyses were run to obtain distributions of responses to each question. Chi square tests were run for all questions to test for statistical significance of differences among subgroups of respondents.

Special analyses of all 1979 desegregation evaluation survey data (staff, student, and parent responses) were conducted to provide evidence required in needs assessments to support Detroit applications for ESAA (Emergency School Aid Act) funds. In these analyses response data were broken down by respondent's race for two types of schools, those with lower percents of black students than the city-wide black student percentage, and those with higher percents of black students than the city-wide percentage. Results of these analyses can be obtained, on request, from the Research and Evaluation Department.

For purposes of this report, the analysis of the 1979 Grade 7 student survey data was quite simple, involving merely a breakdown of response data by race, and the application of tests of

significance of differences between black and white student responses.

Major Findings

On each page of findings are presented results for one of the 1979 survey questions. Under the question are the response distributions broken down by race for the 1979 survey, and results for the 1978 and 1977 surveys if the question was included in those surveys. Below the response data are brief comments summarizing the findings under three headings: (1) 1979 Results, (2) Racial Differences--1977, 78 and 79, and (3) Trends--from 1977 to 1979.

3. Think about most of the work you have to do in school.
Is it too hard, too easy, or just about right?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- ¹ nif.
		Too Hard	Just about right	Too easy		
1977	B	5	90	5	768	**
	W	8	83	9	346	
	Total	6	88	6	1114	
1978	B	6	89	5	771	*
	W	9	83	8	308	
	Total	7	87	6	1079	
1979	B	6	88	7	697	NS
	W	9	85	6	206	
	Total	6	87	7	903	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 87% responded that most of the work given them to do in school was just about right;
- 7% responded that the work was too easy;
- 6% indicated that it was too hard.

Racial Differences--1977, 1978, and 1979

Black students were significantly more likely than white students to respond that most of the work given them to do in school was just about right in the 1977 and 1978 surveys. No significant differences were found in the 1979 survey.

Trends--1977 to 1979

No appreciable change in responses of students with respect to the degree of difficulty of the work given them in their school.

4. How would you rate yourself in school ability compared with other students in your class at school?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		I am one of the poorest	I am below average	I am average	I am above average	I am one of the best		
1977	B	1	12	51	24	12	768	NS
	W	2	9	55	22	12	349	
	Total	1	11	52	23	12	1120	
1978	B	1	10	55	18	16	770	**
	W	3	11	54	22	9	307	
	Total	1	11	55	19	14	1077	
1979	B	1	11	52	19	17	693	NS
	W	2	15	50	22	11	207	
	Total	2	12	51	20	15	900	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 51% regarded themselves as average in school ability in comparison to other students in their class at school;
- 35% regarded themselves as above average;
- 14% regarded themselves as below average.

Racial Differences--1977, 1978, and 1979

Black students were significantly more likely than white students to respond that they were among the best in school ability in the 1978 survey. There were no significant differences in responses in 1977 or 1979.

Trends--1977 to 1979

Very little change in distributions of students' self-ratings of their school abilities.

5. Do you think you will graduate from high school?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- nif. ¹
		Yes	No	Not sure		
1977	B					
	W					
	Total					
1978	B					
	W					
	Total					
1979	B	80	1	19	691	NS
	W	73	2	25	207	
	Total	79	2	20	898	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 79% believed that they will graduate from high school;
- 20% of the students were not sure;
- 2% believed that they would not graduate.

Racial Differences--1979

Black and white students differed little with regard to expectations concerning graduation.

6. Do you think you have the ability to complete college?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		Definite- ly no	Probab- ly no	Not sure	Probab- ly yes	Definite- ly yes		
1977	B	1	3	24	40	31	768	
	W	3	6	37	34	20	346	**
	Total	2	4	28	38	28	1114	
1978	B	1	1	26	41	31	770	
	W	6	4	35	38	18	308	**
	Total	2	2	28	40	27	1078	
1979	B	0	2	23	43	32	694	
	W	9	6	39	33	13	206	**
	Total	2	3	26	41	27	900	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level

** Significant at the .01 level

NS Not Significant

1979 Results

Of all respondents:

68% responded that they probably or definitely had the ability to complete college;

26% responded that they were not sure;

5% believed that they probably or definitely did not have the ability to do so.

Racial Differences--1977, 1978, and 1979

Black students were significantly more likely than white students to respond that they probably or definitely had the ability to complete college in all three surveys.

Trends--1977 to 1979

Very little change in students' opinions concerning their ability to complete college.

7. On the whole how would you rate your school?

Survey	Race	Percents of Responses					Total No- of Resps.	Sig- ¹ nif.
		Very poor	Poor	Fair	Good	Very good		
1977	B							
	W							
	Total							
1978	B							
	W							
	Total							
1979	B	7	12	47	25	9	696	
	W	10	14	43	28	5	206	NS
	Total	7	12	46	26	8	902	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 34% rated their school as good or very good;
- 46% rated their school as fair;
- 19% rated their school as poor or very poor.

Racial Differences--1979

There were no significant differences between black and white students as to the rating given to their school.

8. How would you rate what you are learning at your school as preparation for what you expect to do when you leave high school?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ₁ nif.
		Very poor pre- paration	Poor pre- paration	Fair pre- paration	Good pre- paration	Very good pre- paration		
1977	B							
	W							
	Total							
1978	B							
	W							
	Total							
1979	B	2	5	39	39	17	695	
	W	4	9	42	40	5	204	**
	Total	2	6	40	39	14	899	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 53% responded that their preparation for their post-high school future in their school was good or very good;
- 40% rated their preparation as fair;
- 8% rated it as poor or very poor.

Racial Differences--1979

Black students were significantly more likely than white students to respond that what they were learning in their school was very good preparation for the future.

9. If you could pick the kind of school you would attend, what kind would it be?

		Percents of Responses						Total No. of Resps.	Sig- ₁ nif.
Survey	Race	All white students	Mostly white students	Half the students black and half the stu- dents white	Mostly black students	All black students	Makes no dif- fer- ence		
1977	B	1	2	30	6	7	54	765	
	W	24	15	21	0	1	40	348	**
	Total	8	6	27	4	5	50	1113	
1978	B	1	2	32	8	4	53	770	
	W	17	14	24	1	0	43	307	**
	Total	6	6	30	6	3	50	1077	
1979	B	1	3	72	14	10		689	
	W	24	23	52	1	1		205	**
	Total	6	8	68	11	8		894	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 68% responded that they would select a school comprised of one half black and one half white students;
- 19% responded that they would select a school having all or mostly black students;
- 14% responded that they would prefer a school comprised of all or mostly white students.

Racial Differences--1977, 1978, and 1979

In all three surveys white students were much more likely than black students to respond that they preferred a school comprised of all or mostly white students. Black students were more likely than whites to prefer schools with half black and half white students or to indicate that it makes no difference what kind of school they attend.

Trends--1977 to 1979

An increase (+ 8%) in white students preferring all or mostly white schools and an increase (+ 11%) in black students preferring all or mostly black schools.

10. In general, do you think that black or white students are smarter?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- ¹ nif.
		Black students are smarter	White students are smarter	Color doesn't have any- thing to do with smartness		
1977	B	3	3	94	764	
	W	1	5	94	348	**
	Total	2	4	94	1113	
1978	B	2	2	96	767	
	W	0	5	95	306	**
	Total	2	3	96	1073	
1979	B	4	2	94	686	
	W	1	6	94	203	**
	Total	3	3	94	889	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 94% believed that skin color has nothing to do with smartness;
- 3% believed that white students are smarter;
- 3% believed that black students are smarter.

Racial Differences--1977, 1978, and 1979

In all three surveys black and white students were equally likely to respond that skin color has no bearing on intelligence.

Trends--1977 to 1979

Virtually no change in opinions regarding differences in intelligence of black and white students.

11. Do you think the Student Code of Conduct rules are generally fair?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- ₁ nif.
		Yes	No	I don't know		
1977	B	47	20	33	759	**
	W	52	12	36	347	
	Total	49	17	34	1106	
1978	B	35	33	33	770	NS
	W	39	30	31	305	
	Total	36	32	32	1075	
1979	B	42	24	35	691	NS
	W	39	31	30	205	
	Total	41	25	34	896	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS. Not Significant

1979 Results

Of all respondents:

- 41% responded that the Student Code of Conduct rules were generally fair;
- 34% responded that they were unsure;
- 25% responded that the Conduct Code was not generally fair.

Racial Differences--1977, 1978, and 1979

In the 1977 survey black students were significantly more likely than white students to respond that the Student Code of Conduct was generally not fair. No significant differences were found in the 1978 and 79 surveys.

Trends--1977, 1978, and 1979

A decrease (- 8%) in students who believed that the Student Code of Conduct rules were fair.

12. Do you think you will go to college?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- nif. ¹
		Yes	No	Maybe		
1977	B	58	3	39	767	**
	W	39	13	48	347	
	Total	52	6	42	1114	
1978	B	59	3	38	769	**
	W	33	16	51	304	
	Total	52	7	41	1073	
1979	B	64	4	33	690	**
	W	35	22	43	205	
	Total	57	8	35	895	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 57% believed that they would go on to college;
- 35% believed that they possibly would attend college;
- 8% believed that they would not.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were significantly more likely than white students to believe that they would go on to college.

Trends--1977, 1978, and 1979

A small increase (+ 5%) in black students who thought they would go to college. An increase (+ 9%) in white students who believed they would not go to college.

13. In general, how safe are students in your school?

Survey	Race	Percents of Responses				Total No. of Resps.	Sig- ₁ nif.
		Very unsafe	Quite unsafe	Quite safe	Very safe		
1977	B						
	W						
	Total						
1978	B	17	31	44	8	768	
	W	12	33	51	4	301	*
	Total	15	32	46	7	1069	
1979	B	14	28	50	8	686	
	W	12	34	51	4	206	NS
	Total	14	29	50	7	892	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 57% felt that students in their school were quite or very safe;
- 43% felt that students in their school were quite or very unsafe.

Racial Differences--1978 and 1979

White and black students differed little in opinions about their safety in school.

Trends--1978 to 1979

A very small increase (+ 4%) in students who indicated that students in their school were quite or very safe.

14. At your school are any students afraid to go to certain places, such as lavatories, for fear of being bothered or hurt?

Survey	Race	Percents of Responses				Total No. of Resps.	Sig- nif. ¹
		No none	Yes, but only a few	Yes many	Yes, nearly all		
1977	B						
	W						
	Total						
1978	B	37	50	9	4	758	
	W	28	57	13	3	301	**
	Total	34	52	10	4	1059	
1979	B	45	43	10	2	683	
	W	36	51	10	3	204	NS
	Total	43	45	10	2	887	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 88% indicated that no students or very few were afraid to go to certain places, such as lavatories, for fear of harassment or injury;
- 10% indicated that many were afraid;
- 2% responded that nearly all were afraid.

Racial Differences--1978 and 1977

In 1978 black students were significantly more likely than white students to respond that no students were afraid to go to certain areas in the school building. No significant differences were found in the 1979 survey.

Trends--1978 to 1979

An increase (+ 9%) in students who felt that no students were afraid to go to certain places in their school.

15. At your school how often do you see classroom student behavior that interferes with teaching and learning?

Survey	Race	Percents of Responses				Total No. of Resps.	Sig- ¹ nif.
		Hardly ever	Seldom	Some- times	Often	Very often	
1977	B						
	W						
	Total						
1978	B	5	8	30	23	34	766
	W	3	8	26	32	31	305 *
	Total	5	8	29	26	33	1071
1979	B	6	9	33	26	26	689
	W	2	12	32	30	24	206 NS
	Total	5	10	32	27	26	895

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 53% responded that they often or very often perceived classroom behavior that interfered with teaching and learning;
- 32% responded that they sometimes saw such behavior;
- 15% responded that they seldom or hardly ever did so.

Racial Differences--1978 and 1979

In the 1978 survey white students were significantly more likely than black students to respond that they often saw classroom student behavior that interfered with teaching and learning. No significant difference between black and white students' responses was found in 1979.

Trends--1978 to 1979

A small decrease (- 6%) in students who indicated that they often saw disruptive student behavior which interfered with teaching and learning.

16. Have you participated in any special school sponsored activities or programs (such as clubs, music activities, sports or special interest groups) during this school year?

<u>Percents of Responses</u>				Total No. of Resps.	Sig- ¹ nif. ¹
Survey	Race	Yes	No		
1977	B	50	50	749	NS
	W	46	54	342	
	Total	48	52	1091	
1978	B	60	40	742	NS
	W	56	44	292	
	Total	59	41	1034	
1979	B	60	40	673	**
	W	45	55	201	
	Total	57	43	874	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 57% indicated that they had participated in special school-sponsored programs during the school year;
- 43% indicated that they had not done so.

Racial Differences--1977, 1978, and 1979

The 1979 survey found that black students were significantly more likely than white students to report taking part in special programs or activities during the school year. There were no significant differences between black and white students for the other two survey years.

Trends--1977 to 1979

An increase (+ 10%) in black students who indicated that they participated in special programs or activities during the school year. Virtually no change in white students' responses.

17. How do you feel about the opportunities for students like you to participate in extra-curricular activities at your school (such as sports, clubs, music activities, or special interest groups)?

Survey	Race	Percents of Responses				Total No. of Resps.	Sig- ¹ nif. ¹
		Very dissat- isfied	Quite dissat- isfied	Quite satis- fied	Very satis- fied		
1977	B						
	W						
	Total						
1978	B						
	W						
	Total						
1979	B	7	14	44	35	666	
	W	10	19	50	21	202	**
	Total	8	15	45	32	868	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 77% responded that they were satisfied with the opportunities for students to participate in extra-curricular activities in their school;
- 23% responded that they were dissatisfied.

Racial Differences--1979

Black students were significantly more likely than white students to report satisfaction with opportunities to take part in extra-curricular activities in their school.

18. Do you have close friends who are of a different race at your school?

Survey	Race	Percents of Responses		Total No. of Resps.	Sig- ¹ nif.
		Yes	No		
1977	B	73	27	446	NS
	W	76	24	344	
	Total	74	26	790	
1978	B	71	29	509	NS
	W	77	23	300	
	Total	74	27	809	
1979	B	62	38	430	NS
	W	69	31	205	
	Total	64	36	635	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

64% indicated that they had close friends of a different race in their school;

36% indicated that they did not.

Racial Differences--1977, 1978, and 1979

There were no significant differences in responses between black and white students with regard to having close friends of a different race in their school.

Trends--1977 to 1979

A decrease (- 10%) in students who indicated that they had close friends of a different race in their school.

20. Think for a moment about the three students you talk with most often at your school. Are they the same race as you?

Survey	Race	Percents of Responses		Total No. of Resps.	Sig- ₁ nif.
		Yes, all are the same race as I am	No, one or more are of another race		
1977	B	44	57	446	*
	W	35	65	344	
	Total	40	60	790	
1978	B	48	52	511	**
	W	36	64	297	
	Total	43	57	808	
1979	B	50	50	430	**
	W	38	62	202	
	Total	46	54	632	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 54% responded that of the three students with whom they talked most often in their school, one or more were of another race;
- 46% responded that such students were all of the same race.

Racial Differences--1977, 1978, and 1979

In all three surveys black students were significantly more likely than white students to respond that the three students they talked with most were of the same race as themselves.

Trends--1977 to 1979

A small increase (+ 6%) in students who indicated that the three students with whom they talked most were all of the same race as were they.

21. How often have you had a telephone conversation with a student of another race during this school year?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- ¹ nif.
		Never	Once or twice	Three or more times		
1977	B	53	21	26	447	NS
	W	48	23	30	345	
	Total	51	22	27	782	
1978	B	45	25	30	510	NS
	W	37	30	33	302	
	Total	42	27	31	812	
1979	B	48	21	31	437	NS
	W	43	27	30	202	
	Total	47	23	31	639	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 47% indicated that they never had a telephone conversation with a student of another race during the school year;
- 23% indicated that they did so one or two times;
- 31% indicated that they did so three or more times.

Racial Differences--1977, 1978, and 1979

There were no significant differences in responses between black and white students with regard to the extent of telephone conversations with students of another race.

Trends--1977 to 1979

A small increase (+ 5%) in students who reported having had one or more telephone conversations with a student of another race during the year.

22. During this school year, how often have you helped a student of another race with school work?

Survey	Race	Percents of Responses			Total No. of Resps.	Sig- ¹ nif.
		Never	Once or twice	Three or more times		
1977	B	18	37	46	444	NS
	W	15	40	45	346	
	Total	17	38	45	790	
1978	B	16	37	47	510	**
	W	8	32	61	301	
	Total	13	35	52	811	
1979	B	20	35	46	435	NS
	W	20	32	49	200	
	Total	20	34	47	635	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 47% indicated that they helped a student of another race with school work three or more times;
- 34% responded that they did so once or twice;
- 20% responded that they never did so.

Racial Differences--1977, 1978, and 1979

White students were significantly more likely than black students to respond that they helped a student of another race with school work three or more times in the 1978 survey. No significant differences were found in the 1977 and 1979 surveys.

Trends--1977 to 1979

Very little change in response tendencies.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

23. White students complaining that favoritism is being shown to black students.

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		Never	Seldom	Some-times	Often	Very often		
1977	B	45	22	23	5	4	428	**
	W	28	23	31	10	8	336	
	Total	37	22	27	8	6	764	
1978	B	36	26	28	6	4	496	**
	W	22	28	33	9	8	303	
	Total	31	27	30	7	5	799	
1979	B	47	21	22	7	15	437	**
	W	30	25	22	12	10	201	
	Total	41	22	22	9	6	638	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 63% responded that they seldom or never saw or heard white students complaining that favoritism was being shown to black students;
- 22% responded that this situation sometimes occurred;
- 15% responded that they often or very often were aware of white students complaining that favoritism was being shown to black students.

Racial Differences--1977, 1978, and 1979

In all three years black students were significantly more likely than white students to respond that they seldom or never were aware of white students complaining that favoritism was being shown to black students.

Trends--1977 to 1979

A small increase (+ 4%) in students who indicated that they seldom or never were aware of white students complaining that favoritism was being shown to black students.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

24. Black students complaining that favoritism is being shown to white students.

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		Never	Seldom	Some- times	Often	Very often		
1977	B	25	21	26	14	15	430	*
	W	23	29	25	15	9	333	
	Total	24	24	26	14	12	763	
1978	B	25	20	30	15	11	495	NS
	W	19	28	30	13	10	303	
	Total	22	23	30	14	10	798	
1979	B	28	24	26	12	11	433	NS
	W	28	29	25	8	10	198	
	Total	28	26	26	10	11	631	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

* Significant at the .05 level
 ** Significant at the .01 level
 NS Not Significant

1979 Results

Of all respondents:

54% indicated that they seldom or never were aware of black students complaining that favoritism was being shown to white students;
 26% indicated that this situation sometimes occurred;
 21% responded that they often or very often saw or heard black students complain of favoritism to white students.

Racial Differences--1977, 1978, and 1979

In 1977 white students were significantly more likely than black students to respond that they seldom or never were aware of black students complaining that favoritism was being shown to white students. No significant differences were found for the other two years.

Trends--1977 to 1979

A small increase (+ 6%) in students who responded that they seldom or never were aware of black students complaining that favoritism was being shown to white students.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

25. Students trying to start trouble between black and white students.

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- nif. ¹
		Never	Seldom	Some- times	Often	Very often		
1977	B							
	W							
	Total							
1978	B	14	15	33	17	21	496	
	W	6	15	32	26	21	304	**
	Total	11	15	33	20	21	800	
1979	B	16	21	27	14	21	433	
	W	9	22	26	23	20	201	**
	Total	14	22	27	17	21	634	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 38% responded that they often or very often were aware of students attempting to start trouble between black and white students;
- 27% responded that they were sometimes aware of this problem;
- 36% responded that they seldom or never were aware of this situation.

Racial Differences--1978 and 1979

In both 1978 and 1979 white students were significantly more likely than black students to respond that they often or very often were aware of students trying to start trouble between black and white students.

Trends--1978 to 1979

A decrease (- 9%) in students who responded that they sometimes or often were aware of students trying to cause problems between black and white students.

(23-26) Here is a list of things that have happened in some schools. Please indicate how often each of these has happened at your school during this school year.

26. Tension and anxieties making it hard for everyone.

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		Never	Seldom	Some- times	Often	Very often		
1977	B	26	18	35	10	12	420	NS
	W	17	18	35	14	16	332	
	Total	22	18	35	12	14	752	
1978	B	14	27	33	13	13	491	NS
	W	10	24	34	20	12	302	
	Total	12	26	33	15	13	793	
1979	B	25	27	27	13	9	433	NS
	W	17	26	34	13	11	200	
	Total	22	26	29	13	10	633	

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 48% indicated that they seldom or never were aware of tension and anxieties in their school making it hard for everyone;
- 29% indicated that this situation was sometimes existent;
- 23% responded that this was often or very often a problem.

Racial Differences--1977, 1978, and 1979

There were no significant differences in responses between black and white students with regard to frequency of tension and anxieties in their school.

Trends--1977 to 1979

A small decrease (- 9%) in students who responded that tension and anxieties sometimes or often made it difficult for everyone in their school.

27. How do you usually feel around students of a different race?

Survey	Race	Percents of Responses				Total No. of Resps.	Sig- ¹ nif.
		Very uncom- fortable	Quite uncomfort- able	Quite comfort- able	Very comfort- able		
1977	B	10	14	53	22	428	**
	W	8	20	57	15	348	
	Total	10	17	55	19	776	
1978	B	8	16	45	30	494	**
	W	8	19	58	15	297	
	Total	8	17	50	24	791	
1979	B	8	14	54	24	422	NS
	W	7	20	54	19	198	
	Total	8	16	54	22	620	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

76% responded that they felt quite or very comfortable around students of a different race;

24% responded that they felt quite or very uncomfortable.

Racial Differences--1977, 1978, and 1979

In 1977 and 1978 black students were significantly more likely than white students to respond that they felt very comfortable around students of a different race. No significant differences were found in the 1979 survey.

Trends--1977 to 1979

Very little change in student ratings concerning their comfort with students of another race.

28. On the whole, how would you describe student racial relations at your school this year?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ₁ nif.
		Very poor	Poor	Fair	Good	Very good		
1977	B							
	W							
	Total							
1978	B	6	7	53	24	10	498	
	W	5	12	47	30	7	299	**
	Total	5	9	51	26	9	797	
1979	B	5	10	47	28	11	432	
	W	8	7	54	22	10	200	NS
	Total	6	9	49	26	10	632	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 36% responded that student racial relations were good or very good;
- 49% responded that racial relations were fair;
- 15% responded that racial relations were poor or very poor.

Racial Differences--1978 and 1979

In 1978 white students were more likely than black students to respond that student racial relations in their school were poor. There were no significant differences in responses in 1979.

Trends--1978 to 1979

There was no appreciable change in responses of students with regard to racial relations in their school.

29. In general, how are black and white students at your school getting along this year compared with last year?

Survey	Race	Percents of Responses					Total No. of Resps.	Sig- ¹ nif.
		Much worse	A little worse	About the same	A little better	Much better		
1977	B							
	W							
	Total							
1978	B	3	10	34	34	20	474	
	W	8	13	41	27	11	288	**
	Total	5	11	37	31	16	762	
1979	B	5	6	38	35	17	425	
	W	9	10	47	26	8	200	**
	Total	6	7	41	32	14	625	

¹Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 46% responded that black and white students in their school were getting along better compared with the previous year;
- 41% indicated that they were getting along about the same;
- 13% indicated that students of the two races were getting along a little or much worse.

Racial Differences--1978 and 1979

In 1978 and 1979 black students were significantly more likely than white students to respond that racial relations had improved.

Trends--1978 to 1979

Little change in response tendencies.

30. How do you think black and white students at your school will get along next year?

Survey	Race	Percents of Responses						Total No. of Resps.	Sig- ¹ nif.
		Much worse	Worse	A little worse	About the same	A little better	Better	Much better	
1977	B		11		70		19	438	
	W		25		61		15	341	**
	Total		17		66		17	779	
1978	B	4		8	39	29		20	490
	W	9		10	43	28		10	299
	Total	6		9	41	28		17	789
1979	B	5		4	46	24		21	427
	W	6		11	50	23		10	196
	Total	5		6	47	24		18	623

¹ Statistical significance of differences between black and white student responses (based on the chi square test) is indicated as follows:

- * Significant at the .05 level
- ** Significant at the .01 level
- NS Not Significant

1979 Results

Of all respondents:

- 42% predicted that black and white students would get along better the next year;
- 47% felt that they would get along about the same;
- 11% predicted a worsening of race relations.

Racial Differences--1977, 1978, and 1979

All three surveys found black students significantly more inclined than whites to predict better race relations for the next year. Nevertheless, in both 1978 and 1979, white students were more likely to predict better than worse race relations.

Trends--1977 to 1979

A large increase (+ 25%) in students who predicted improved race relations for the next year.